

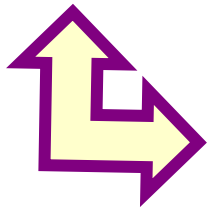
Kentucky Content for World Language Proficiency

Comparisons

4.1 *Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*

ENTRY POINT:

**PRIMARY
P1 OR P2**



L-P-4.2.B1 Identify characteristics of target cultures and compare them to students' own cultures.
WL-P-4.2.B2 Identify behavioral patterns in target cultures and compare them to students' own cultures.

WL-PI-4.2.B3 Identify signs and symbols from target cultures and compare them to students' own cultures.
WL-PI-4.2.B4 Identify contributions and their impact from target cultures to students' own cultures.

WL-PM-4.2.D1 Explain the differences between target cultures and students' own cultures.

WL-PH-4.2.E1 Analyze impacts of contributions from other cultures on students' own cultures.
WL-PH-4.2.E2 Use signs of target cultures and students' own cultures appropriately.
WL-PH-4.2.R1 Use evidence from authentic sources to explain significance of similarities and differences between target cultures and students' own cultures.
WL-PH-4.2.R2 Use knowledge of language and behavior patterns to interact in a variety of social and cultural contexts (e.g., welcoming parties for exchange students) in target cultures and students' own cultures.
WL-PH-4.2.R3 Analyze how cultural patterns of interaction are reflected in products (e.g., film, TV programs) of target cultures and students' own cultures.

Kentucky Content for World Language Proficiency

Communication

1.1 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

ENTRY POINT:

INTERMEDIATE GRADES 4/5



WL-I-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-I-1.1.B2 Respond to one-on-one interactions, simple questions and simple requests.

WL-I-1.1.B3 Ask simple questions and make simple requests.

WL-I-1.1.B4 Give and follow directions in familiar contexts.

WL-I-1.1.B5 Incorporate appropriate gestures in conversations.

WL-I-1.1.B6 Create simple descriptions within contexts.

WL-I-1.1.B7 Exchange information with peers and others.

WL-M-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.

WL-M-1.1.B2 Respond to one-on-one interactions, simple questions and simple requests.

WL-M-1.1.B3 Ask simple questions and make simple requests.

WL-M-1.1.B4 Give and follow directions in familiar contexts.

WL-M-1.1.B5 Incorporate appropriate gestures in conversations.

WL-M-1.1.B6 Create simple descriptions within contexts.

WL-M-1.1.B7 Exchange information with peers and others.

WL-M-1.1.B8 Qualify likes and dislikes.

WL-M-1.1.B9 Elaborate on needs.

WL-M-1.1.B10 Interact in basic survival situations.

WL-IH-1.1D.3 Use different ways to express the same idea (circumlocution).

WL-IH-1.1D.4 Create detailed oral descriptions within contexts.

WL-IH-1.1D.5 Ask and respond to open-ended questions in the target language.

WL-IH-1.1D.6 Give and follow directions in unfamiliar situations.

WL-IH-1.1E.1 Express individual perspectives and defend positions.

WL-IH-1.1E.2 Negotiate compromises (e.g. curfews) with families and friends.

WL-IH-1.1E.3 Initiate, sustain, and conclude conversations on a variety of topics.

WL-IH-1.1E.4 Attempt to persuade others through exchanging personal feelings and ideas.

Kentucky Content for World Language Proficiency

Communication

1.2 Students will be able to understand and interpret written and spoken language on a variety of topics.

ENTRY POINT:

INTERMEDIATE GRADES 4/5



WL-I-1.2.B1 Respond appropriately to directions, instructions and commands.
WL-I-1.2.B2 Make identifications based on oral descriptions.
WL-I-1.2.B3 Demonstrate listening comprehension.
WL-I-1.2.B4 Identify and use aural, visual and contextual clues to derive meaning.
WL-I-1.2.B5 Read and respond to developmentally appropriate materials.
WL-I-1.2.B6 Comprehend and respond to simple written communications (e.g., notes, invitations, e-mails).
WL-I-1.2.B7 Identify main ideas and key words in oral and print material.
WL-I-1.2.B8 Derive meaning from selected authentic material..

WL-IM-1.2.B9 Respond appropriately to series of directions, instructions and commands.
WL-IM-1.2.B10 Respond to language peers and persons sympathetic to second language learners.
WL-IM-1.2.B11 Comprehend language on familiar topics.
WL-IM-1.2.D1 Respond appropriately to oral and/or written descriptors.
WL-IM-1.2.D2 Comprehend and respond to formal written communication (e.g., travel documents, letters, forms).
WL-IM-1.2.D3 Identify main idea and supporting details in print material.
WL-IM-1.2.D4 Apply diverse meaning and detail from unfamiliar material (e.g., signs, magazines, guides, maps, websites).

WL-IH-1.2.E1 Respond appropriately to directions, instructions and commands intended for native speakers.
WL-IH-1.2.E2 Summarize or restate conversations.
WL-IH-1.2.E3 Respond to language of native speakers who are not accustomed to communicating with second-language learners.
WL-IH-1.2.E4 Respond appropriately to and analyze complex oral and/or written descriptors.
WL-IH-1.2.E5 Interpret and analyze main ideas and significant details from authentic materials (e.g., magazines, radio broadcasts, film) and literary samples.

Kentucky Content for World Language Proficiency

Communication

1.3 *Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.*

ENTRY POINT:

**INTERMEDIATE
GRADES 4/5**



WL-I-1.3.B1 Give directions, commands, and instructions.
WL-I-1.3.B2 Give descriptions orally.
WL-I-1.3.B3 Present prepared material (e.g. poems, dialogues, songs) to audiences.
WL-I-1.3.B4 Speak spontaneously.
WL-I-1.3.B5 Give descriptions in writing.
WL-I-1.3.B6 Write personal communications (e.g., notes, invitations, letters to pen/e-pals).

WL-IM-1.3.B7 Summarize main ideas of selected authentic and/or contextualized material (e.g., stories, TV commercials, web sites).
WL-IM-1.3.B8 Write simple open responses (e.g., List animals whose habitat is in the wild and tell why a domestic pet could not survive.).
WL-IM-1.3.B9 Narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).
WL-IM-1.3.D1 Explain processes based on prior knowledge and/or experiences (e.g., how to check your e-mail when not at home).

WL-IH-1.3.D2 Produce more formal written communications (e.g., thank-you letter, stories, summaries).
WL-IH-1.3.D3 Give descriptions, using complex sentences, orally and/or in writing.
WL-IH-1.3.D4 Interpret and present information from authentic material to audiences (e.g., describe a painting using the elements of art and the principles of design).
WL-IH-1.3.D5 Narrate simple present, past and future events (e.g., recount weekend activities).
WL-IH-1.3.E1 Explain complex processes incorporating detailed instruction (explain how to do certain steps in a dance).
WL-IH-1.3.E2 Give descriptions in detailed paragraphs, orally and in writing (describe how international trade and multinational corporations have led to the emergence of a global economy).
WL-IH-1.3.E3 Narrate complex present, past and future events

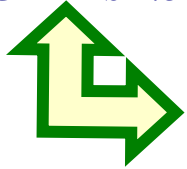
Kentucky Content for World Language Proficiency

Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

ENTRY POINT:

**INTERMEDIATE
GRADES 4/5**



WL-I-2.1.B1 Identify and react to cultural perspectives and practices in target culture(s).
WL-I-2.1.B2 Recognize and interpret language and behaviors (e.g., signs of greetings, body language) appropriate to target culture(s).
WL-I-2.1.B3 Identify common words, phrases and idioms that reflect target cultures.
WL-I-2.1.B4 Identify some commonly held generalizations about target culture(s).

WL-IM-2.1.B5 Identify social, geographic, and political factors that impact cultural practice.
WL-IM-2.1.B6 Identify differences and similarities in cultural practices among same-language cultures.
WL-IM-2.1.B7 Produce language and behaviors appropriate to target culture(s).
WL-IM-2.1.D1 Describe cultural characteristics and behaviors among same-language cultures.

WL-IH-2.1.D2 Discuss social (e.g., eating) and geographic (e.g., climate) factors that impact social practices (e.g., Bonhomme de neige used in Quebec's celebration of Carnaval).
WL-IH-2.1.E1 Analyze cultural characteristics and behaviors of everyday life.
WL-IH-2.1.E2 Analyze some commonly held generalizations about target cultures.
WL-IH-2.1.E3 Analyze cultural connotations of common words, phrases and idioms.

Kentucky Content for World Language Proficiency

Cultures

2.2 Students demonstrate an understanding of the relationships between products and perspectives

ENTRY POINT:

**INTERMEDIATE
GRADES 4/5**



WL-I-2.2.B1 Identify products (e.g., coins, costumes) of target culture(s).
WL-I-2.2.B2 Identify expressive forms (e.g., dance, artwork, songs) and contributions of target culture(s).
WL-I-2.2.B3 Identify objects, images and symbols of target culture(s) (e.g., Aztec calendar, leiderhosen).

WL-IM-2.2.B4 Recognize and identify contributions and beliefs as reflected in products and contributions of target culture(s) (e.g. Ojo de Dios).
WL-IM-2.2.D1 Explain objects, images and symbols of target culture(s) (e.g., the Mexican flag).

WL-IH-2.2.D1 Explain objects, images and symbols of target culture(s) (e.g., the Mexican flag).
WL-IH-2.2.D2 Identify economic and social impact of products (e.g., music, soccer) on world markets.
WL-IH-2.2.D3 Describe expressive forms of culture (e.g., art, literature, music, drama, dance).

Kentucky Content for World Language Proficiency

Connections

3.1 *Students reinforce and further their knowledge of other disciplines through the target language.*

ENTRY POINT:

INTERMEDIATE
GRADES 4/5



WL-I-3.1.B1 Identify information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge.
WL-I-3.1.B2 Use information and skills acquired in the target language to reinforce knowledge, concepts and skills learned in core content areas.

Sample Connections to Core Content for Assessment:

Science—SC-E-3.2.2— Plants and animals closely resemble their parents at sometime in their life cycle. Some characteristics (e.g., the color of flowers, the number of appendages) are passed to offspring. Other characteristics are learned from interactions with the environment such as the ability to ride a bicycle, and these cannot be passed on to the next generation.

Social Studies—SS-E-4.1.2— Every point on Earth has an absolute location defined by latitude and longitude and a relative location as compared to other points on the Earth's surface.

WL-IM-3.1.D1 Identify, through target language resources, information for use in other disciplines.

WL-IM-3.1.D2 Transfer and apply, within limited contexts, information and skills common to world language classrooms and other disciplines.

Sample Connections to Core Content for Assessment:

Social Studies—SS-M-4.4.3— The natural resources of a place or region impacts its political, social, and economic development.

RD-M-2.0.14
Summarize information from a passage.

AH-M-4.1.31
Describe, analyze, and/or interpret works of art using visual art terminology. (1.13, 2.22, 2.23, 2.24)

WL-PH-3.1.E1 Analyze information gathered through target language resources for use in other disciplines.

Possible Connections to Core Content for Assessment:

Social Studies—SS-H-2.1.1
Philosophy, religion, values, technology, and behavior patterns help define culture.

Social Studies—SS-H-2.2.1
All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

RD-H-x.0.1

Locate, evaluate, and apply information for a realistic purpose.

Kentucky Content for World Language Proficiency

Connections

3.2 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures

ENTRY POINT:

**INTERMEDIATE
GRADES 4/5**



WL-I-3.2.B1 Extract information from sources intended for native speakers (e.g., folktales, songs, poems).

WL-IM-3.2.B2 Use authentic sources (e.g., newspapers, magazines, TV programs) to identify perspectives of target culture(s).
WL-IM-3.2.D1 Analyze and apply information from sources intended for native speakers (e.g., menus, horoscopes, search engines, software programs).

WL-IH-3.2.E1 Use authentic sources to analyze perspectives of different cultures.
WL-IH-3.2.E2 Acquire and synthesize information from sources intended for native speakers

Kentucky Content for World Language Proficiency

Comparisons

4.2 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

ENTRY POINT:

**INTERMEDIATE
GRADES 4/5**



WL-I-4.1.B1 Identify sound patterns of target language and compare them to students' own languages.
WL-I-4.1.B2 Identify structural patterns of target
WL-I-4.1.B3 Identify idiomatic expressions of language.
WL-I-4.1.B4 Identify linguistic connections between languages.
WL-I-4.1.B5 Compare and contrast idiomatic expressions of target language and students' own languages.

WL-IM-4.1.B6 Apply, within limited contexts, sound patterns of target language.
WL-IM-4.1.B7 Apply, within limited contexts, structural patterns of target language.
WL-IM-4.1.D1 Apply in a variety of contexts, sound patterns of target language.
WL-IM-4.1.D2 Describe how languages influence one another.

WL-IH-4.1.E1 Explain the changing nature of languages.
WL-IH-4.1.E2 Use knowledge of structural patterns in both target language and students' own languages.
WL-IH-4.1.E3 Identify and explain historical connections among languages.

Kentucky Content for World Language Proficiency

Comparisons

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

ENTRY POINT:

**INTERMEDIATE
GRADES 4/5**



WL-IH-4.2.E1 Analyze impacts of contributions from other cultures on students' own cultures.
WL-IH-4.2.E2 Use signs of target cultures and students' own cultures appropriately.

WL-IM-4.2.B4 Identify contributions and their impact from target cultures to students' own cultures.
WL-IM-4.2.D1 Explain the differences between target cultures and students' own cultures.

WL-IH-4.2.E1 Analyze impacts of contributions from other cultures on students' own cultures.
WL-IH-4.2.E2 Use signs of target cultures and students' own cultures appropriately.

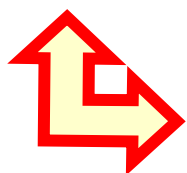
Kentucky Content for World Language Proficiency

Communication

1.2 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

ENTRY POINT:

MIDDLE SCHOOL



WL-M-1.1.B1 Express simple courtesies, basic needs, states of being, likes and dislikes, and agreements and disagreements.
WL-M-1.1.B2 Respond to one-on-one interactions, simple questions and simple requests.
WL-M-1.1.B3 Ask simple questions and make simple requests.
WL-M-1.1.B4 Give and follow directions in familiar contexts.
WL-M-1.1.B5 Incorporate appropriate gestures in conversations.
WL-M-1.1.B6 Create simple descriptions within contexts.
WL-M-1.1.B7 Exchange information with peers and others.
WL-M-1.1.B8 Qualify likes and dislikes.
WL-M-1.1.B9 Elaborate on needs.
WL-M-1.1.B10 Interact in basic survival situations.

WL-MH-1.1.D1 Support opinions.
WL-MH-1.1.D2 Provide and request clarifications.
WL-MH-1.1.D3 Use different ways to express the same idea (circumlocution).
WL-MH-1.1.D4 Create detailed oral descriptions within contexts.
WL-MH-1.1.D5 Ask and respond to open-ended questions in the target language.
WL-MH-1.1.D6 Give and follow directions in unfamiliar situations.

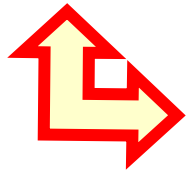
Kentucky Content for World Language Proficiency

Communication

1.2 Students will be able to understand and interpret written and spoken language on a variety of topics.

ENTRY POINT:

MIDDLE SCHOOL



WL-M-1.2.B1 Respond appropriately to familiar directions, instructions and commands.
WL-M-1.2.B2 Make identifications based on oral descriptions.
WL-M-1.2.B3 Demonstrate listening comprehension of familiar words and phrases.
WL-M-1.2.B4 Identify and use some aural, visual and contextual clues to derive meaning.
WL-M-1.2.B5 Read and respond to developmentally appropriate materials.
WL-M-1.2.B6 Comprehend and respond to simple written communications (e.g., notes, invitations, e-mails).
WL-M-1.2.B7 Identify main ideas and key words in oral and print material.
WL-M-1.2.B8 Derive meaning from selected authentic material.
WL-M-1.2.B9 Respond appropriately to series of directions, instructions and commands.
WL-M-1.2.B10 Respond to language from peers and persons sympathetic to second language learners.
WL-M-1.2.B11 Comprehend language on familiar topics.

WL-MH-1.2.D1 Respond appropriately to oral and/or written descriptors.
WL-MH-1.2.D2 Comprehend and respond to formal written communication (e.g., travel documents, letters, forms).
WL-MH-1.2.D3 Identify main idea and supporting details in print material.
WL-MH-1.2.D4 Apply diverse meaning and detail from unfamiliar material (e.g., signs, magazines, guides, maps, websites).

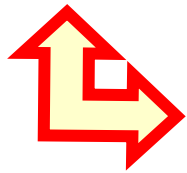
Kentucky Content for World Language Proficiency

Communication

1.3 *Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.*

ENTRY POINT:

MIDDLE SCHOOL



WL-M-1.3.B1 Give simple directions, commands, and instructions.
WL-M-1.3.B2 Give simple oral descriptions of familiar people, places, things.
WL-M-1.3.B3 Present prepared material (e.g. poems, dialogues, songs) to audiences.
WL-M-1.3.B4 Speak spontaneously on familiar topics.
WL-M-1.3.B5 Give descriptions in writing.
WL-M-1.3.B6 Write simple personal communications (e.g., notes, invitations, letters to pen/e-pals).
WL-M-1.3.B7 Summarize main ideas of selected authentic and/or contextualized material (e.g., stories, TV commercials, web sites).
WL-M-1.3.B8 Write simple open responses (e.g., List animals whose habitat is in the wild and tell why a domestic pet could not survive.).
WL-M-1.3.B9 Narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).

WL-MH-1.3.D1 Explain processes based on prior knowledge and/or experiences (e.g., how to check your e-mail when not at home).
WL-MH-1.3.D2 Produce more formal written communications (e.g., thank-you letter, stories, summaries).
WL-MH-1.3.D3 Give descriptions, using complex sentences, orally and/or in writing.
WL-MH-1.3.D4 Interpret and present information from authentic material to audiences (e.g., describe a painting using the elements of art and the principles of design).
WL-MH-1.3.D5 Narrate simple present, past and future events (e.g., recount weekend activities).

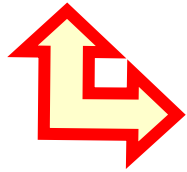
Kentucky Content for World Language Proficiency

Cultures

2.2 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

ENTRY POINT:

MIDDLE SCHOOL



WL-M-2.1.B1 Identify and react to cultural perspectives and practices in target culture(s).
WL-M-2.1.B2 Recognize and interpret language and behaviors (e.g., signs of greetings, body language) appropriate to target culture(s).
WL-M-2.1.B3 Identify common words, phrases and idioms that reflect target cultures.
WL-M-2.1.B4 Identify some commonly held generalizations about target culture(s).
WL-M-2.1.B5 Identify social, geographic, and political factors that impact cultural practice.
WL-M-2.1.B6 Identify some differences and similarities in cultural practices among same-language cultures.
WL-M-2.1.B7 Produce language and behaviors appropriate to target culture(s).

WL-MH-2.1.D1 Describe cultural characteristics and behaviors among same-language cultures.
WL-MH-2.1.D2 Discuss social (e.g., eating) and geographic (e.g., climate) factors that impact social practices (e.g., Bonhomme de neige used in Quebec's celebration of Carnaval).

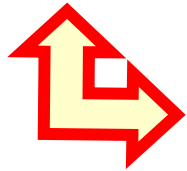
Kentucky Content for World Language Proficiency

Cultures

2.2 *Students demonstrate an understanding of the relationships between products and perspectives*

ENTRY POINT:

MIDDLE SCHOOL



WL-M-2.2.B1 Identify some products (e.g., coins, costumes) of target culture(s).

WL-M-2.2.B2 Identify some expressive forms (e.g., dance, artwork, songs) and contributions of target culture(s).

WL-M-2.2.B3 Identify familiar objects, images and symbols of target culture(s) (e.g., Aztec calendar, leiderhosen).

WL-P-2.2.B4 Recognize and identify some contributions and beliefs of target culture(s) as reflected in products and contributions (e.g. Ojo de Dios).

WL-MH-2.2.D1 Explain some objects, images and symbols of target culture(s) (e.g., the Mexican flag).

WL-MH-2.2.D2 Identify economic and social impact of some products (e.g., music, soccer) on world markets.

WL-MH-2.2.D3 Describe some expressive forms of culture (e.g., art, literature, music, drama, dance).

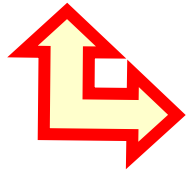
Kentucky Content for World Language Proficiency

Connections

3.2 Students reinforce and further their knowledge of other disciplines through the target language.

ENTRY POINT:

MIDDLE SCHOOL



WL-M-3.1.B1 Identify information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge.
WL-M-3.1.B2 Use information and skills acquired in the target language to reinforce knowledge, concepts and skills learned in core content areas.

Sample Connections to Core Content for Assessment:

Math—MA-M-1.2.1—Add, subtract, multiply and divide rational numbers to solve problems.

Social Studies—SS-M-2.1.1—Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.

Arts & Humanities—AH-M-4.1.39—Describe subject matter: landscape, portrait, still life, abstract and non-objective.

Practical Living—PL-M-3.1.1— A comparison of needs vs. wants will influence consumer decisions.

WL-MH-3.1.D1 Identify, through target language resources, information for use in other disciplines.

WL-MH-3.1.D2 Transfer and apply, within limited contexts, information and skills common to world language classrooms and other disciplines.

Sample Connections to Core Content for Assessment:

Math—MA-H-3.3.4— Students will use data and curve of best fit to make and defend predictions.

Science—SC-H-3.5.5—Human beings live within the world's ecosystem. Human activities can deliberately or inadvertently alter the dynamics in ecosystems. These activities can threaten current and future global stability and, if not addressed, ecosystems can be irreversibly affected.

Social Studies—SS-H-2.1.1—Philosophy, religion, values, technology and behavior patterns help define culture.

Arts & Humanities—AH-H-3.2.31—Identify specific dramatic works viewed as belonging to particular styles, cultures, times and places.

Practical Living—PL-H-1.1.4— Nutrition and exercise plans for lifetime physical and emotional health and fitness vary with individuals.

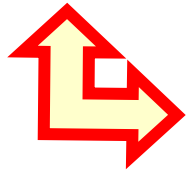
Kentucky Content for World Language Proficiency

Connections

3.2 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures.

ENTRY POINT:

MIDDLE SCHOOL



WL-M-3.2.B1 Extract information from sources intended for native speakers (e.g., folktales, songs, poems).
WL-M-3.2.B2 Use authentic sources (e.g., newspapers, magazines, TV programs) to identify perspectives of target culture(s).

WL-MH3.2.D1 Analyze and apply information from sources intended for native speakers (e.g., menus, horoscopes, search engines, software programs).

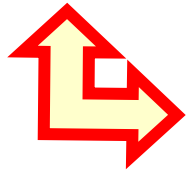
Kentucky Content for World Language Proficiency

Comparisons

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

ENTRY POINT:

MIDDLE SCHOOL



WL-M-4.2.B1 Identify characteristics of target cultures and compare them to students' own cultures.
WL-M-4.2.B2 Identify behavioral patterns in target cultures and compare them to students' own cultures.
WL-M-4.2.B3 Identify signs and symbols from target cultures and compare them to students' own cultures.
WL-M-4.2.B4 Identify contributions and their impact from target cultures to students' own cultures.

WL-MH-4.2.D1 Explain the differences between target cultures and students' own cultures.

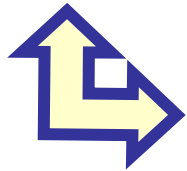
Kentucky Content for World Language Proficiency

Communication

1.3 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

ENTRY POINT:

HIGH SCHOOL



WL-H-1.1.B1 Express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements.
WL-H-1.1.B2 Respond to one-on-one interactions, simple questions and simple requests.
WL-H-1.1.B3 Ask simple questions and make simple requests.
WL-H-1.1.B4 Give and follow directions in familiar contexts.
WL-H-1.1.B5 Incorporate appropriate gestures in conversations.
WL-H-1.1.B6 Create simple descriptions within contexts.
WL-H-1.1.B7 Exchange information with peers and others.
WL-H-1.1.B8 Qualify likes and dislikes.
WL-H-1.1.B9 Elaborate on needs.
WL-H-1.1.B10 Interact in basic survival situations.
WL-H-1.1.D1 Support opinions.
WL-H-1.1.D2 Provide and request clarifications.
WL-H-1.1.D3 Use different ways to express the same idea (circumlocution).
WL-H-1.1.D4 Create detailed oral descriptions within contexts.
WL-H-1.1.D5 Ask and respond to open-ended questions in the target language.
WL-H-1.1.D6 Give and follow directions in unfamiliar situations.

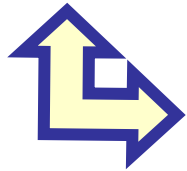
Kentucky Content for World Language Proficiency

Communication

1.2 Students will be able to understand and interpret written and spoken language on a variety of topics.

ENTRY POINT:

HIGH SCHOOL



WL-H-1.2.B1 Respond appropriately to familiar directions, instructions and commands.
WL-H-1.2.B2 Make identifications based on oral descriptions.
WL-H-1.2.B3 Demonstrate listening comprehension of familiar words and phrases.
WL-H-1.2.B4 Identify and use some aural, visual and contextual clues to derive meaning.
WL-H-1.2.B5 Read and respond to developmentally appropriate materials.
WL-H-1.2.B6 Comprehend and respond to simple written communications (e.g., notes, invitations, e-mails).
WL-H-1.2.B7 Identify main ideas and key words in level appropriate speech and print material.
WL-H-1.2.B8 Derive meaning from selected authentic material.
WL-H-1.2.B9 Respond appropriately to series of SIMPLE directions, instructions and commands.
WL-H-1.2.B10 Respond to language from peers and persons sympathetic to second language learners.
WL-H-1.2.B11 Comprehend language on familiar topics.
WL-H-1.2.D1 Respond appropriately to simple oral and/or written descriptors.
WL-H-1.2.D2 Comprehend and respond to simple formal written communication (e.g., travel documents, letters, forms).
WL-H-1.2.D3 Identify main idea and supporting details in authentic, age appropriate print material.

Kentucky Content for World Language Proficiency

Communication

1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

ENTRY POINT:

HIGH SCHOOL



WL-H-1.3.B1 Give simple directions, commands, and instructions.
WL-H-1.3.B2 Give simple oral descriptions of familiar people, places, things.
WL-H-1.3.B3 Present prepared material (e.g. poems, dialogues, songs) to audiences.
WL-H-1.3.B4 Speak spontaneously on familiar topics.
WL-H-1.3.B5 Give descriptions in writing on familiar topics.
WL-H-1.3.B6 Write simple personal communications (e.g., notes, invitations, emails).
WL-H-1.3.B7 Summarize main ideas of selected authentic and/or contextualized material (e.g., stories, TV commercials, web sites).
WL-H-1.3.B8 Write simple open responses (e.g., List animals whose habitat is in the wild and tell why a domestic pet could not survive.).
WL-H-1.3.B9 Narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).
WL-H-1.3.D1 Explain processes based on prior knowledge and/or experiences (e.g., how to check your e-mail when not at home).
WL-H-1.3.D2 Produce some formal written communications (e.g., thank-you letter, stories, summaries).
WL-H-1.3.D3 Give descriptions, using complex sentences, orally and/or in writing.
WL-H-1.3.D4 Interpret and present information from authentic material to audiences (e.g., describe a painting using the elements of art and the principles of design).
WL-H-1.3-D5 Narrate simple present, past and future events (e.g., recount weekend activities).

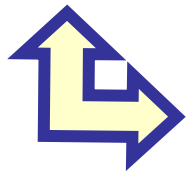
Kentucky Content for World Language Proficiency

Cultures

2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.*

ENTRY POINT:

HIGH SCHOOL



WL-H-2.1.B1 Identify and react to cultural perspectives and practices in target culture(s).
WL-H-2.1.B2 Recognize and interpret language and behaviors (e.g., signs of greetings, body language) appropriate to target culture(s).
WL-H-2.1.B3 Identify common words, phrases and idioms that reflect target cultures.
WL-H-2.1.B4 Identify some commonly held generalizations about target culture(s).
WL-H-2.1.B5 Identify social, geographic, and political factors that impact cultural practice.
WL-H-2.1.B6 Identify differences and similarities in cultural practices among same-language cultures.
WL-H-2.1.B7 Produce language and behaviors appropriate to target culture(s).
WL-H-2.1.D1 Describe cultural characteristics and behaviors among same-language cultures.
WL-H-2.1.D2 Discuss social (e.g., eating) and geographic (e.g., climate) factors that impact social practices (e.g., Bonhomme de neige used in Quebec's celebration of Carnaval).

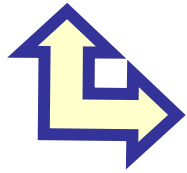
Kentucky Content for World Language Proficiency

Cultures

2.2 Students demonstrate an understanding of the relationships between products and perspectives.

ENTRY POINT:

HIGH SCHOOL



WL-H-2.2.B1 Identify products (e.g., coins, costumes) of target culture(s).
WL-H-2.2.B2 Identify expressive forms (e.g., dance, artwork, songs) and contributions of target culture(s).
WL-H-2.2.B3 Identify objects, images and symbols of target culture(s) (e.g., Aztec calendar, leiderhosen).
WL-H-2.2.B4 Recognize and identify contributions and beliefs as reflected in products and contributions of target culture(s) (e.g. Ojo de Dios).
WL-H-2.2.D1 Explain objects, images and symbols of target culture(s) (e.g., the Mexican flag).
WL-H-2.2.D2 Identify economic and social impact of products (e.g., music, soccer) on world markets.
WL-H-2.2.D3 Describe expressive forms of culture (e.g., art, literature, music, drama, dance).

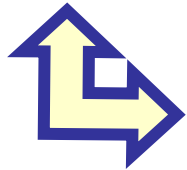
Kentucky Content for World Language Proficiency

Connections

3.3 Students reinforce and further their knowledge of other disciplines through the target language.

ENTRY POINT:

HIGH SCHOOL



WL-H-3.1.B1 Identify information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge.
WL-H-3.1.B2 Use information and skills acquired in the target language to reinforce knowledge, concepts and skills learned in core content areas.
WL-H-3.1.D1 Identify, through target language resources, information for use in other disciplines.
WL-H-3.1.D2 Transfer and apply, within limited contexts, information and skills common to world language classrooms and other disciplines.

Sample Connections to Core Content for Assessment:

Math—MA-H-4.3.5— Students will show how equations and graphs are models of the relationship between two real-world quantities (e.g., the relationship between degrees Celsius and degrees Fahrenheit).

Social Studies—SS-H-4.2.3— People can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

Arts & Humanities—AH-H-4.1.31— Describe works of art using appropriate terminology.

Practical Living—PL-H-1.1.1— There are behaviors (e.g., constructive communication; fulfilling commitments; cooperation; demonstrating healthy ways to express needs, wants, feelings) that show respect and responsibility to self and others.

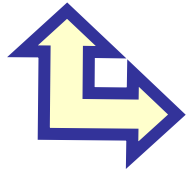
Kentucky Content for World Language Proficiency

Connections

3.2 *Students acquire information and recognize distinctive viewpoints only available.*

ENTRY POINT:

HIGH SCHOOL



WL-H-3.2.B1 Extract information from sources intended for native speakers (e.g., folktales, songs, poems).
WL-H-3.2.B2 Use authentic sources (e.g., newspapers, magazines, TV programs) to identify perspectives of target culture(s).
WL-H-3.2.D1 Analyze and apply information from sources intended for native speakers (e.g., menus, horoscopes, search engines, software programs).

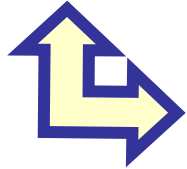
Kentucky Content for World Language Proficiency

Comparisons

4.3 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

ENTRY POINT:

HIGH SCHOOL



WL-H-4.1.B1 Identify sound patterns of target language and compare them to students' own languages.
WL-H-4.1.B2 Identify structural patterns of target
WL-H-4.1.B3 Identify idiomatic expressions of language.
WL-H-4.1.B4 Identify linguistic connections between languages.
WL-H-4.1.B5 Compare and contrast idiomatic expressions of target language and students' own languages.
WL-H-4.1.B6 Apply, within limited contexts, sound patterns of target language.
WL-H-4.1.B7 Apply, within limited contexts, structural patterns of target language.
WL-H-4.1.D1 Apply in a variety of contexts, sound patterns of target language.
WL-H-4.1.D2 Describe how languages influence one another

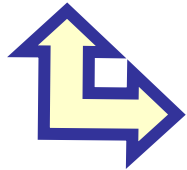
Kentucky Content for World Language Proficiency

Comparisons

4.2 *Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*

ENTRY POINT:

HIGH SCHOOL



WL-H-4.2.B1 Identify characteristics of target cultures and compare them to students' own cultures.
WL-H-4.2.B2 Identify behavioral patterns in target cultures and compare them to students' own cultures.
WL-H-4.2.B3 Identify signs and symbols from target cultures and compare them to students' own cultures.
WL-H-4.2.B4 Identify contributions and their impact from target cultures to students' own cultures.
WL-H-4.2.D1 Explain the differences between target cultures and students' own cultures.